

## **Nicholas A. Vacc: A Legacy of Professional Leadership and Mentoring**

By: [L. DiAnne Borders](#) and [Craig S. Cashwell](#)

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### **Abstract:**

For more than 20 years, Dr. Nicholas A. Vacc helped shape the counseling profession through his extensive involvement in accreditation, certification, and testing, as well as his research and scholarship. This article, based on a review of documents and interviews with his colleagues, former students, and family members, provides the only summary of Vacc's numerous accomplishments and describes his characteristics as a leader, a mentor, and a person.

**Keywords:** Nicholas Vacc | accreditation | certification | testing

### **Article:**

“It doesn't matter where the credit goes as long as the task gets done.”

This quote (source not cited) was always in Dr. Nicholas A. Vacc's desk drawer, and it seemed to define his life and work, including extensive professional leadership and mentoring that make him deserving of a profile in the *Journal of Counseling & Development*. Unfortunately, an interview with him is not possible, because he died on June 8, 2002, at the age of 62. His legacy and impact live on, however, as we found in interviews with former colleagues, friends, and students as well as family members. Although this is a profile of Vacc's life and work, it will become evident that it also is a story of major developments in the counseling profession as well as the contributions of other prominent leaders, owing to Vacc's collaborative nature and mentoring. Our goal in the following narrative is not only to provide a record of what he did (see Appendixes A and B) but also, more important, to share who he was as a professional and a human being.

### **Family Background, Education, and Professional Chronology**

“Nicholas’ conversations with people were more listening than speaking, and he soaked up a great deal by doing this.” (Rosemary V. Lips, personal communication, April 29, 2011)

Vacc grew up in the suburbs of Cleveland, Ohio, with his parents and younger sister, as well as a large and close extended family. His sister, Rosemary V. Lips, reported that “working hard and

honoring family” were important family values. She remembered that, as a child, “I was never far from his side.” As an adult, she consulted with him before making major decisions; later, her children also looked to “Uncle Nick” as a sounding board.

Popular in high school, Vacc played the trumpet, was a member of the marching band and wrestling team, and was known as a “smart dresser” who never wore jeans. He had a series of jobs, including delivering newspapers, caddying, bagging groceries, and working at his father's shoe store. One of his proudest moments was when he bought his first car, an older Ford, with his own money. After detailing the car into pristine condition, he sold it and bought a new Chevrolet. When his father died at the age of 59, his sister said Vacc “stepped in as head of the family.” He continued to provide support and advice to his mother throughout his life, despite being several states away. His mother died 6 months after Vacc's death.

Vacc attended Bowling Green State University for 1 year, then transferred to Western Reserve University, where he majored in elementary education. He taught fifth grade briefly before deciding to pursue a master's degree in school psychology at Syracuse University. While working as a school psychologist and counselor, he completed his EdD in counseling and personnel services at the State University of New York, Albany in 1967, and then became director of the counseling center at the State University of New York, Fredonia. He realized that he wanted to teach and so moved to the education department at Fredonia in 1973 as an associate professor. He soon became department chair and was promoted to professor in 1975.

When he became eligible for a sabbatical in 1977, Vacc researched several possibilities before choosing the University of Florida (UF) because of the reputation of the counselor education program. “It was during that sabbatical,” his wife Nancy Vacc reported, “that Nicholas solidified counselor education as his true profession” (personal communication, March 4, 2011). Encouraged by his new colleagues, Joe Wittmer and Larry Loesch, Vacc applied for a faculty position at The University of North Carolina at Greensboro (UNCG) and moved there in 1979. He served as department chair from 1986 to 1996 and was named the Joe Rosenthal Excellence Professor in 1997.

### **Advancing the profession**

“His style of leadership always went beyond processing to action. He would say, “It's about doing, not just talking about doing.”” (Marie Shoffner, personal communication, March 29, 2011)

“He would ask intriguing questions that made you think.” (Joe Wittmer, personal communication, February 7, 2011)

Vacc was a major driving force in the counseling profession, and the legacy of his contributions continues to influence the field to this day.

Preparation Standards

Early on, Vacc recognized the importance of creating standards for counselor preparation. Even before the existence of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), he was engaged in conversations about preparation standards with Wittmer, who later served as the second chair of the CACREP Board, and others.

During his sabbatical year (1977–1978) at UF, Vacc worked with Wittmer and Loesch on various projects to advance the accreditation movement. CACREP was formally incorporated in 1981 and continued to grow. Under Vacc's guidance, UNCG soon became one of the first CACREP accredited programs. Vacc served as both a CACREP site visitor and site team chair for several years.

After Wittmer served as part-time executive director of CACREP for several years, it became clear that a full-time executive director was needed for this growing organization. Vacc was one of three people who interviewed a doctoral student from UF, Carol Bobby, for this position. During her interview, Bobby (personal communication, March 11, 2011) was struck by how thoughtful, quiet, and gentle Vacc was and the clear intent of his questions. She left with a thought that she held for the remainder of Vacc's life: “What a kind man he is.” In her early years as executive director (a position she holds to this day), Bobby often sought Vacc's counsel, and Vacc approached her over the years to discuss issues. Even when Vacc did not agree with a particular standard or direction that CACREP was taking, Bobby always knew Vacc was her ally.

Vacc remained instrumentally involved in the re-visioning of counselor preparation standards, including drafting the 1988 Standards and helping CACREP become recognized by the Council on Postsecondary Education. These early efforts were not without struggle, however, as not everyone thought accreditation was good for the profession. When Vacc and colleagues made conference presentations on accreditation, they often were met with strong negative reactions. The 1988 Standards, the first major revision of CACREP Standards, introduced the controversial stance that accredited programs needed to be a minimum of 48 semester hours. Wittmer recalled that when he and Vacc first presented the case for a 48-hour curriculum at an Association for Counselor Education and Supervision meeting in the mid-1980s, they were literally booed and hissed at by members of the audience, so strong was the reaction. They stood their ground in that presentation, continuing to argue that strengthening accreditation would strengthen the profession. Others shared this vision, and the accreditation movement grew stronger.

Vacc was selected to serve on the Standards Revision Committee (SRC) for the 1994 CACREP Standards, spearheading its research and writing efforts. When the 2001 SRC was formed, Vacc was asked to conduct a national accreditation survey to inform this process, which he did, even though his health was beginning to decline. Thus, Vacc was highly influential in each iteration of the CACREP Standards from the early 1980s until the 2001 Standards were implemented, a period of 20 years. Had his health not failed, it seems likely that the 2009 Standards also would have been influenced by his vision.

Vacc's vision of counselor preparation also is evident in his belief that it was necessary to improve evaluations of counselor preparation programs. A full decade before the 2009 CACREP Standards first introduced outcome-based standards, Vacc and Charkow (1999) wrote, “If the

counseling profession does not develop a standardized paradigm for evaluation of counselor preparation, those outside the counseling profession may impose criteria ... that do not reflect the profession's goals and values" (p. 4). Furthermore, through their Delphi study, Vacc and Charkow established accountability criteria for counselor preparation programs that remain viable today.

### National Counselor Certification

Vacc also recognized the importance of national certification for counselors and was instrumental in supporting this movement. In particular, he put his assessment expertise to use as he and Loesch (personal communication, February 7, 2011) became integrally involved in establishing the testing program for the National Board for Certified Counselors (NBCC). Loesch was initially contracted to develop the examination for national certification, and he quickly asked then NBCC Chair Judy Rosenbaum to involve Vacc because of his expertise in testing and his passion for the profession. Loesch and Vacc developed questions for the exam and procedures for maintaining test integrity. The two worked together on the National Counselor Examination (NCE) literally up until Vacc's death, jointly creating every edition of the NCE for more than 20 years (over 40 editions of the exam). Before sophisticated computer programming expedited the process, it took Vacc and Loesch about 2 weeks to assemble a test that was statistically connected to the item analysis of the previous exam and void of repetitions—a massive undertaking. In the later years, Tom Clawson, NBCC CEO (personal communication, February 25, 2011), remembered that Vacc complained tongue-in-cheek that it was not fair that NBCC created an elegant computer program to do all the statistics and assemble a test almost instantly.

Vacc also collaborated with Loesch in the early 1990s to develop the initial work behavior analysis of professional counselors (Vacc & Loesch, 1993). This analysis, which has since been updated, informed the assessment process by looking at the frequency and importance of actual work behaviors for practicing counselors. As a result, the certification exam no longer was based solely on previous administrations and expert consensus on what needed to be tested, but also was informed by the actual behaviors of counselors working in the field.

As the NCE testing process was gaining momentum, national discussions about counselor licensure also were emerging. Vacc recognized the importance of licensure and was heavily involved in these discussions. Many states turned to the expertise of NBCC, and to Vacc and Loesch, for how to test the knowledge base of counselors for licensure, and the NCE became the standard for many states.

### Chi Sigma Iota

Vacc's vision for the counseling profession also included recognition of the importance of honoring and recognizing excellence within the counseling profession. He was a solid supporter of Chi Sigma Iota (CSI) in its early years and was influential in the start of the Upsilon Nu Chi Chapter of CSI at UNCG in 1986. He served as editor of Exemplar, the CSI International newsletter, and later as CSI International president. During his term as Exemplar editor, he mentored Cathy Woodyard, who then served as Exemplar editor for 17 years (Tom Sweeney,

personal communication, March 15, 2011). Vacc invited CSI to hold its board meeting in Greensboro, a move that eventually led CSI to relocate its international presence to Greensboro. According to Sweeney, long-term executive director of Chi Sigma Iota (personal communication, March 15, 2011), Vacc supported CSI because he valued advocacy and pride for the counseling profession.

### **Nancy Vacc and Friends**

“Nancy was a big part of who Nicholas became. They were partners, best friends, and she has always been his champion.” (Rosemary V. Lips, personal communication, April 29, 2011)

Through all these efforts, Nancy Vacc was close by Nicholas's side, and the two became close friends with many of Vacc's collaborators. Former students, faculty members, and professional colleagues invariably mentioned Nancy when asked about their significant memories of Vacc. A former student, Holly Hartwig Moorhead (personal communication, April 1, 2011), noted a “tenderness between them that was beautiful” and found them an “inspiring couple who happily and intentionally shared their lives together.” Nancy Vacc was a highly skilled and accomplished professional in her own field of math education, yet the two managed to “balance professional and personal commitments” (Patti Elmore, personal communication, February 7, 2011). Nancy described it as “a great blend of each being independent but at the same time dependent on each other.”

The two met in an adolescent psychology class at Syracuse, although, Nancy reported, “it took me a whole semester to get him to notice me.” She willingly agreed to be a “subject” as he practiced giving a battery of tests, including the Wechsler and Rorschach. Nancy added,

“My biggest frustration was that he would never tell me any of the test results because he “was still learning.” When he proposed a year later, I finally decided that I must have done okay. And, in all our years of marriage, he never revealed anything about those test results, but that's not surprising given his view on ethics. I'm sure there are not too many wives whose husbands completed a battery of tests on them before marrying them.” (personal communication, March 4, 2011)

They were married on July 4, 1964. “Nicholas used to joke that I chose that date because I never wanted him to forget the day he lost his independence,” Nancy said. However, they actually had to marry on July 4 because it was the only free Saturday that summer that allowed them enough time to drive to California so Nicholas could attend a 2-week workshop at Stanford University. Future years often included similar combinations of professional development with vacation travel, as “whenever possible, we each tagged along on the other one's adventure.” They enjoyed attending national and international professional conferences as well as Vacc's visiting professor stints in New Zealand and Puerto Rico. As a result, Nancy noted, they developed many wonderful friends.

Two of those friendships began during Vacc's sabbatical at UF, as a closeness developed between the Vacc, Wittmer, and Loesch couples. They traveled together to conferences in the United States and Europe. Vacc served as the “social chair,” meticulously researching

restaurants, bed-and-breakfast establishments, and potential outings for the couples. “He loved to talk about the ambience of a restaurant,” Wittmer and Loesch remembered (personal communications, February 7, 2011). Times together included tennis and golf, with Vacc frequently winning, as well as long conversations at the beach about the profession. The Vaccs spent 16 consecutive Christmas holidays at the Wittmers’ home, which included videotapes of Nicholas and Joe reporting the news of the year. Standing in front of the fireplace, they covered political issues as well as developments in the counseling profession. Wittmer added, “Then Nicholas would say, ‘and now let’s talk about the Gators.’”

Friends remembered Vacc as “an easy guy to like” with a dry sense of humor, although Wittmer reported Vacc “took forever to tell a joke or story.” They also remembered him as highly detailed and thorough, researching everything before making a purchase. He took a long time to make a decision, a colleague remembered, adding, “He could buy a house faster than he could buy a new car,” and he “loved a bargain.” Vacc also could be very competitive. “We almost killed each other playing tennis,” UNCG colleague Larry Osborne said; “Nicholas did not want to lose” (personal communication, March 3, 2011). Few knew of his love for old cars, including a 1931 Model A Ford that he restored and liked to tinker with on weekends. Nancy remembered, “We even made a trip from Fredonia to Cleveland once in the Model A, with only one flat tire en route. Our greatest concern, though, was keeping above the minimum speed of 40 mph on the Interstate.”

### **Building a National Counseling Program**

“He loved that Department. The Department came first.” (Joe Wittmer, personal communication, February 7, 2011)

Vacc had a winning attitude not only on the tennis courts but also at the office. During his sabbatical at UF, he asked in-depth questions, particularly around practicum and internship supervision, Wittmer noted. He also was intrigued to learn how the UF program had achieved a ranking in the top five in the U.S. News and World Report. He brought that knowledge to UNCG, where he quite intentionally began to build a national reputation for the counselor education program. Nancy noted, “I think Nicholas particularly liked program development.”

As department chair at UNCG, Vacc “calmly pushed” (Wittmer, personal communication, February 7, 2011) faculty to become involved in professional activities, nominating them for committees and leadership positions, and encouraged faculty to increase their scholarly productivity. At the same time, he led by example through his extensive professional leadership and service record, as well as his research, publications, and external funding accomplishments. This visibility enhanced the program’s recruitment, attracting more and higher quality applicants to the master’s and doctoral programs.

When Edward Uprichard became dean of the School of Education at UNCG in 1988, he and Vacc quickly came together around their goal to achieve national visibility—Uprichard for the School, Vacc for the counseling program—as they both realized that gains in one area meant gains for both (Uprichard, personal communication, February 17, 2011). Through ongoing conversations, the two created a game plan that evolved over the years. Vacc took advantage of

unforeseen opportunities, such as when he learned that NBCC wanted to move out of the Washington, DC, area and ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS) was looking for another home after the counseling program was closed at the University of Michigan. Vacc worked to cultivate their interest in UNCG, with Uprichard offering needed support, even attending several American Counseling Association conferences to meet NBCC and ERIC/CASS leadership. Later, Vacc helped facilitate CSI's move to the Greensboro area. As a result of these and other efforts, the UNCG counseling program appeared in the top 10 in the *U.S. News and World Report*, a ranking the program has since maintained.

## **Mentoring**

“He treated me like the professional I was to become.” (James Sampson, personal communication, February 7, 2011)

A significant aspect of building a national program was Vacc's mentoring. Vacc thrived on mentoring junior members of the profession, whom he called the “next generation” of counselors and educators, including those at UNCG and beyond. We are privileged to count ourselves among the many students and faculty he took the time to mentor.

Vacc put great time and energy into the mentoring of junior faculty within his program. He believed that it was the responsibility of all senior faculty to help junior faculty be successful, and he created both formal and informal mentoring relationships within the department. Many of the junior faculty who benefited from his tutelage, now successful senior faculty in their own right, point to his vision. Ada Vallecorsa (personal communication, March 8, 2011) said Vacc was always looking for opportunities to help her get connected with other scholars and professional opportunities, adding, “Nicholas put my career forward 2–3 years solely through his mentoring.” Similarly, Marie Shoffner (personal communication, March 29, 2011) reminisced about how Vacc encouraged her to pursue funding from the National Science Foundation for her research on girls’ career choices in the sciences. She explained, “He could always help me see the next step, and find the confidence to take that step.” Jerry Juhnke (personal communication, February 24, 2011) reflected on how Vacc sat down with him after one of his early manuscripts had been rejected and painstakingly helped him understand what the reviewers were saying and how he could improve his future work.

However, it is perhaps with students that Vacc took the greatest pride in mentoring. Many former students described Vacc as a gentle father who wanted the best for his children, genuinely wanting them to succeed and embodying in them the belief that not only could they succeed, but that they would. Wendi Schweiger, associate vice president of NBCC International (personal communication, March 11, 2011), stated that Vacc was the first professor to encourage her to pursue a doctorate. She shared, “I realized that one of the major reasons I didn't want to pursue a doctorate is that, at the time, I didn't believe I could succeed. Dr. Vacc's early encouragement helped me.” Similarly, Nancy Courts, associate professor of nursing at UNCG (personal communication, February 24, 2011), said, “Without words or admonitions, he role modeled and demanded excellence. He set the stage so that students wanted to meet his expectations. He was not effusive with his praise nor his criticism. He inspired students to achieve beyond their self-expectations.” Catharina Chang, associate professor at Georgia State University (personal

communication, February 20, 2011), added, “He had an innate ability to see the potential in all his students and provide just the right gentle push towards heights you didn't think or know were possible.”

Vacc also took great pains to help students understand that their work was only possible because of the hard work of those who had come before, while simultaneously challenging students with the question, “What will be your watermark?” Chang reflected,

“I can still hear him telling us, “You stand on the shoulders of giants.” As professional counselors and counselor educators, we have a solid foundation of leaders who pushed this profession forward, and I feel honored to have had the privilege of standing on one of those giants—the shoulders of Dr. Vacc.”

Vacc also had an uncanny knack for seeing the “growing edge” for students personally and gently inviting them in this direction. Sondra Smith-Adcock, associate professor at UF (personal communication, February 19, 2011), remembered Vacc saying, “Some people go through life thinking they know more than they do. You have the opposite problem, Sondra. You need to take more risks with what you know.” Similarly, Debbie Newsome, associate professor at Wake Forest University (personal communication, February 15, 2011), stated, “His calmness, professionalism, kindness, and ability to move students beyond the ordinary to extraordinary represented traits that inspired doctoral students to view possibilities—in counseling, in counselor education, and in life.”

Vacc also modeled and mentored through his humility. Simone Lambert, assistant professor at Virginia Tech University, remembered one such example:

“I remember working as a research assistant with Dr. Vacc and sending out surveys. There were piles and piles of letters and envelopes to be mailed. He mentioned that this was the least glorious aspect of research, folding letters and moistening envelopes. Yet there he was, a full professor, sitting alongside a research assistant doing the inglorious work that needed to be done.” (personal communication, February 18, 2011)

### **Vacc's Leadership Characteristics**

“I don't think most people realize how much he impacted the profession because he was so quiet about it.” (Carol Bobby, personal communication, March 11, 2011)

Such humility also characterized Vacc as a leader. Across his many leadership and advocacy roles, we consistently heard humility, among other terms, to describe his leadership and advocacy approach.

Most often we heard the word visionary. Vallecorsa remembered, “He not only could see what was coming down the road, but could see and implement the concrete steps needed to prepare for what was coming.” Garry Walz, executive director of ERIC/CASS (personal communication, February 19, 2011), viewed Vacc as a “visionary pragmatist” who saw where the growth and



change had to happen. Osborne found that Vacc was always “trying to think ahead.” Wittmer added that Vacc was “always out front, always ahead of everybody else about trends.”

Vacc also was described as politically savvy and persistent. Clawson found Vacc to be a skilled strategist. Reflecting on Vacc's work around testing issues, Clawson noted, “Testing folks are much more straightforward than counselors. Vacc could work in both worlds and was really effective on both sides. He made formidable arguments within the psychology world in the arena of testing.” Sweeney described Vacc's strength as being able to work effectively behind the scenes, and added, “He was a strong leader who knew what he wanted and worked tenaciously to achieve that.” Nancy remembered, “I truly cannot recall Nicholas talking about disappointments. When something didn't work out as expected, he never belabored the issue. Rather he would concentrate on how the same could be achieved in a different way.”

At the same time, Vacc was remembered as quiet, reserved, and a great listener. Patti Elmore (personal communication, February 7, 2011) remembered Vacc's leadership of the Association for Measurement and Evaluation in Counseling and Development (now the Association for Assessment in Counseling and Education) board. He “always found a way to help people come together” and “made each person feel their role was important, that their view was heard and considered.” Walz also appreciated that Vacc was a good listener, noting, “The measure of a person is to what extent they seek to learn from you versus tell you what they do.”

Elmore added that Vacc looked for the reasonable way to approach a situation and reflected on how a decision would affect others before moving forward. Uprichard noted that Vacc “thought a lot before making decisions.” Nancy said, “There were many days when Nicholas would come home and just sit in his chair thinking—no talking, no TV. He was just deep in thought.” Osborne remembered that Vacc would come into his office at UNCG to share an idea that had come to him at 3 a.m. and ask, “‘What do you think’? Then we would look at the pros and cons and talk about how to help the idea happen.”

Uprichard noted that although Vacc was “very reserved and on the quiet side, he carried a big stick.” He and others said Vacc's effectiveness was supported by his organized, detail-oriented, and data-driven approach. Uprichard laughed that he could almost predict how meetings with Vacc would go. “He always had data and wanted to interpret it for his department's advantage.” Similarly, Osborne noted that Vacc was “good at influencing people.” As department chair, Vacc “wanted it done right” while making sure each faculty member had an important role. Osborne added that Vacc tried to “maximize the contributions of people for their own benefit and for the organization.” Juhnke simply stated, “He led from behind.”

Vacc's humility was noted by many. Nancy said,

“As for personal acclaim, that wasn't Nicholas. He always kept a slip of paper in his desk that read, It doesn't matter where the credit goes as long as the task gets done. For him, satisfaction came through the accomplishments of others. He always enjoyed the success of graduates of the program in terms of the positions they took and their accomplishments. The same was true for faculty in the Department. I know he would be most pleased that the Department currently is chaired by one of its own graduates. He was deeply honored to hold the Joe Rosenthal

Professorship, but what he truly enjoyed was the recognition it brought to the Department and the School.”

Elmore added, “He appreciated and valued national recognitions (honors and awards), but his work was never done for personal recognition.” James Sampson (personal communication, February 7, 2011) remarked, “He would have hated it if you tried to interview him for this article.”

## **The Later Years**

Even as his health began to decline, Vacc remained professionally active. He completed two textbooks (Vacc, De-Vaney, & Brendel, 2003; Vacc & Loesch, 2000), the former of which was published after his death. He reached a point, however, when he had to begin decreasing his workload. His presence was missed in the counseling department immediately. Lambert, one of his students at the time, remembered, “When Dr. Vacc had to step down from my dissertation committee, it was more than the loss of a dissertation chair. It was the loss of a father figure, in the sense that he was my first professional mentor to truly have such an enormous impact on my career.”

As Vacc began to let go of many of his professional tasks and responsibilities, the one that he continued the longest, it seems, was his role as teacher and mentor of doctoral students. When he was no longer physically able to travel, he hosted, with the help of Nancy, a doctoral-level professional orientation seminar in his home. Even as he knew his time was short, he met with two different cohort groups of doctoral students, orienting them to their chosen profession and mentoring them along the way. Doctoral students in these two cohorts spoke often of the privilege of studying under Vacc. Holly Hartwig Moorhead, now an assistant professor with Regent University, was a student in the last doctoral class Vacc taught. She explained:

“Going to his home for class, that was certainly not his first choice, and he was in such a physically vulnerable state. Nonetheless, he set the tone and the tenor for class. His den was crowded with students, so some of us literally sat at his feet and were glad to do so. During class, Nancy would bring him his medication at the appointed time. Dr. Vacc would take his medications but stay fully engaged with the class. We were privileged to see a tenderness between the two of them, which is pretty cool because she was a distinctive professional force in her own right, but there was just a beautiful tenderness between them. Seeing his life gave me a glimpse of what “could be” for me. I wish I could have told him how much his encouragement meant to me personally and professionally.” (personal communication, April 1, 2011)

## **Conclusion**

It is clear that Nicholas Vacc's legacy lives on in the many professionals he collaborated with and mentored. There also are treasured physical reminders of him at UNCG. The department's state-of-the-art in-house counseling clinic was named for him; plaques and awards he received are hung throughout the facility. After one of his thinking sessions during his last year, Vacc commented to Nancy that UNCG needed a bell tower. “I recalled that conversation shortly after his death,” Nancy said, “and decided I wanted to see his idea come true.” Today, because of

Nancy's generosity, a full carillon chimes the hour and plays the school song at noon, a reminder that Vacc is still with us. The bell tower and clinic are two of many ways that we feel Vacc's support and encouragement, inspiring us to carry on his traditions of professional leadership and mentoring. The chimes also gently remind us, as only Nicholas could, when we are late for class. In fact, some of us are convinced he has the clock set about 2 minutes fast, evoking a "Nicholas chuckle" as we scurry along.

## **APPENDIX A: Selected Examples of Nicholas A. Vacc's Professional Accomplishments**

### Professional Leadership

#### Joint Committee on Testing Practices

Cochair, 1999–2001

Board member, 1995–2002

Member, 1987–1991

Member, Working Group for Test Takers Rights

Member, Working Group for American With Disabilities Act Source Book for Assessment

Member, Working Group for Code of Fair Testing

#### Association for Assessment in Counseling

President, 1995–1996

Chair, Committee on Professionalization, 1992–1994

Editor, Measurement and Evaluation in Guidance, 1981–1984

#### American Counseling Association (ACA)

Member, President's Advisory Council, 1994–1996

Member, Committee on Professionalization, 1992–1995

#### Chi Sigma Iota International (CSI)

President, 1993–1994

Editor, Exemplar, 1991–1992

#### Council for Accreditation of Counseling and Related Educational Programs

Member, Standards Revision Committee 1985–1986, 1992–1994

National Board for Certified Counselors

Examination consultant, 1983–2002

Association for Counselor Education and Supervision (ACES)

Member, Ethics/Professional Practices Network, 1992–1993

North Carolina Counseling Association

Member, Committee to Encourage Research, Leadership, and Professionalization, 1992–1993

Greensboro Mental Health Association

Member, Advisory Board, 1994–1997

Guilford County Area Board of Mental Health

Board Member, Executive Committee, 1980–1984

Awards

Academy of Leaders of Chi Sigma Iota

Thomas Sweeney Professional Leadership Award (CSI), 1999

Arthur A. Hitchcock Award for Distinguished Professional Service (ACA), 1992

Distinguished Mentor Award (ACES), 1992

Ella Stephens Barrett Leadership Award (North Carolina Association for Counseling and Development), 1991

Outstanding Book on Subject of Human Rights in the United States (Gustavus Myers Center), 1990

Meritorious Service Award (Association for Measurement and Evaluation in Counseling and Development), 1984

## **APPENDIX B: Selected Publications and Grants by Nicholas A. Vacc**

Refereed Journal Articles and Books

- Haring-Hidore, M., & Vacc, N. A. (1988). Scientist practitioner. *Journal of Counseling and Development*, 66, 286–289.
- Juhnke, G. A., Vacc, N. A., Curtis, R. C., Coll, K. M., & Paredes, D. M. (2003). Assessment instruments used by addictions counselors. *Journal of Addictions & Offender Counseling*, 23, 66–72.
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- Loesch, L., & Vacc, N. A. (Eds.). (1996). *Research in counseling and therapy*. Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services.
- Sampson, J. P., Jr., Vacc, N. A., & Loesch, L. (1998). The practice of career counseling by specialists and counselors in general practice. *The Career Development Quarterly*, 46, 404–415.
- Shoffner, M. F., & Vacc, N. A. (1999). Analysis of the Inviting School Safety Survey. *Measurement and Evaluation in Counseling and Development*, 32, 66–74.
- Vacc, N. A. (1982). A conceptual framework for continuous assessment of clients. *Measurement and Evaluation in Guidance*, 15, 40–48.
- Vacc, N. A. (Ed.). (1984). Counseling and development: Critical issues in measurement and evaluation [Special issue]. *Measurement and Evaluation in Counseling and Development*, 17(3).
- Vacc, N. A. (1987). Identifying and regulating professional counseling services: An emerging scenario. *New Zealand Counseling and Guidance Journal*, 9, 8–12.
- Vacc, N. A. (1989). An occupational analysis of counselors working with oncology patients. *Counselor Education and Supervision*, 24, 102–110.
- Vacc, N. A. (1992). An assessment of the perceived relevance of the standards of the Council for Accreditation of Counseling and Related Educational Programs. *Journal of Counseling & Development*, 70, 695–697.
- Vacc, N. A., & Bardon, J. I. (Eds.). (1982). Assessment and appraisal: Issues, practices, and programs [Special issue]. *Measurement and Evaluation in Guidance*, 15(1).
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470–480.

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